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ABSTRACT

Efforts of Sacramento City College in performing evaluations of instructors, counselors, and administrative staff or management team are discussed. The district and college philosophy, goals and objectives, standards, and procedural calendar as related to staff evaluation are outlined. Details involved in the treatment of the evaluation data are provided in evaluation forms and data processing references. (DB)

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STAFF EVALUATION
SACRAMENTO CITY COLLEGE
1973

Presented to:

1973
CALIFORNIA JUNIOR COLLEGE ASSOCIATION
RESEARCH CONFERENCE

JC 740 097

Presented by:

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Assistant Dean of Research and Development

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District Data Processing Manager

INTRODUCTION

Suddenly the need for accountability so long discussed in relationship to the educative process has moved us toward serious and sincere involvement in total staff evaluation.

Let us hasten to add that at Sacramento City College, this does not mark a beginning of this process. It does, however, mark the beginning of our efforts to comply with the request of our citizens and our Legislative mandates in this area.

This report will focus primarily upon our efforts toward certificated (teaching and non-teaching) evaluations as this appears to be the area of most immediate and current concern.

The following pages will present our efforts regarding the following certificated (teaching and non-teaching) categories.

1. Instructors
2. Counselors
3. Administrative Staff or Management Team.

A statement of district and college philosophy, goals and objectives, standards and procedural calendar proceeds this review.

DISTRICT PHILOSOPHY

PHILOSOPHY

The major goal of evaluation of all certificated employees in the community college is to provide a means of improving the total educational program. Evaluation of all members of the professional staff is one factor in a well organized program for staff growth. The primary role of personnel charged with evaluation is to assist individuals in their development as community college staff members.

GOALS AND OBJECTIVES

1. The major goal of evaluation of certificated personnel is a better educational program.
2. Evaluation shall be cooperative: the individual staff member accepting responsibility for self-evaluation and having full knowledge of all other evaluation tools and materials.
3. Evaluation shall cover those significant aspects of service that comprise the assigned professional service area.
4. Personnel policies for evaluation, retention and dismissal or imposition of penalties shall be in written form, and copies shall be distributed to all certificated personnel.
5. Evaluation should provide stimuli for the individual to improve professional competence and assist the discovery of areas of weakness that may be strengthened.
6. Evaluation shall be based on mutually understood professional standards.
7. Evaluation should provide a guide by which the certificated staff person may engage in self appraisal of performance.
8. Evaluation should guarantee that each student will be offered the services of educators who constantly strive to meet or exceed the standards of the District.
9. Evaluation shall be based on observations under circumstances conducive to effective performance.

STANDARDS FOR EVALUATION

A. Criteria

The district performance report on certificated employees lists three categories of standards to be used in evaluation:

1. Professional competence: knowledge of field, mastery of method.
2. Personal qualities: personality characteristics having a direct affect on performance in assigned service area.
3. Professional attitudes: philosophical commitment to the comprehensive community college, commitment to professional growth, commitment to the rights and responsibilities of academic freedom for staff and students.

The employee will be evaluated as a) "meets or exceeds standards," or b) "needs improvement to meet standards", or c) "unsatisfactory."

B. Standards

The standards for evaluation listed below are those adopted by the Board of Trustees and are the accepted standards of performance in the Los Rios District. However, it is not necessary that each of them be present in every situation in order to insure meeting or exceeding District standards for employment.

Primary evaluators shall discuss the standards with the person being evaluated. Words, no matter how carefully chosen, sometimes mean different things to different people. Every person evaluated should understand thoroughly the basis for evaluation.

In all cases, the latest evaluation will be the chief one in the determination of an individual's success in meeting or exceeding standards. Penalties or dismissal may be imposed only when performance is rated 'unsatisfactory' and efforts have been made to provide assistance for improvement.

DISTRICT STANDARDS FOR EVALUATION

1. Professional Competence

   a. Demonstrates knowledge of field in performance of service.
   b. Does careful and purposeful preparation and planning.
   c. Knows and uses methods to achieve the objectives of the area of service.
   d. Gives clear and purposeful assignments or directions.
   e. Uses an appropriate variety of materials and methods to meet individual differences.
   f. Establishes routines to provide for a well-organized, orderly working situation.
   g. Evaluates the work of others effectively.
   h. Provides an environment in which the dignity and individuality of the student is respected.
   i. Delegates authority with commensurate responsibility.

2. Personal Qualities

   a. Expresses ideas clearly and accurately, both in speaking and writing.
   b. Keeps and makes careful, correct records and reports.
   c. Has the physical and mental health to meet the responsibilities of the job.
   d. Is effective under pressure.
   e. Meets obligations on time.
   f. Demonstrates maturity of thought and judgment in reaching decisions.
   g. Works harmoniously and cooperatively with others.

3. Professional Attitudes

   a. Has positive attitudes toward the student and his problems.

b. Acts professionally in relationships with others.
c. Accepts and implements constructive suggestions.
d. Is willing to seek and to try new ideas.
e. Avails himself of the opportunities to grow in his profession.
f. Recognizes the merits of differing methods and techniques.
g. Demonstrates a philosophy in harmony with the basic principles of the college program.

Complete details of the policy governing standards for evaluation have not been included in this report. These, however, may be easily obtained by the reader upon request. They include coverage of a) professional competence, b) personal qualities, c) professional attitudes.

These specifications are generally displayed in the evaluation instruments for instructors, counselors and administrators presented in the body of this report.

EVALUATION PROCEDURES

The college has attempted to adhere closely to District guidelines regarding procedures for the total evaluative process.

For purposes relating to clarity, it is necessary to outline these procedures in full detail.

DESIGNATION OF PRIMARY AND REVIEWING EVALUATORS

Designated primary evaluators (see below), in consultation with other evaluators, will become familiar with the performance and professional competence of all certificated personnel in order to make summary evaluation for the purpose of recommending retention, imposition of penalties, or dismissal. Other supervisory personnel may also make evaluations.

Persons Evaluated	Primary Evaluator	Reviewing Evaluator
Instructional Staff	Division Chairman	College President or designee
Non-Instructional Staff	Immediate Supervisor	College President or designee

PROCEDURES FOR EVALUATION

A. Evaluation shall be conducted according to provisions of the Education Code and as described in District policy and the published administrative procedure on the campus as stimulated in District policy.

1. Early in the fall semester, the primary evaluator and the person to be evaluated shall meet to:

a. review goals and objectives of evaluation.
b. review criteria and standards for evaluation.
c. discuss and outline a mutually agreed upon program of evaluation.

2. The evaluation process applies to the entire certificated staff as follows:

   a. Contract and regular teaching staff:
      self, peer, student, administrative evaluation.
   b. Hourly teaching staff, including extended day (exempting those who are evaluated as contract staff):
      self, peer, student, administrative evaluation.
   c. Administrative staff:
      self, peer, faculty, primary administrative evaluator.

B. Guidelines for the use of the categories of evaluation:

1. Self-evaluation
   In an attempt to organize each self evaluation around central themes, these ideas may be included:

   a. expertise in service area including knowledge and technique,
   b. acceptance of responsibility,
   c. effectiveness of communication.

   Such sub-topics as the following could be considered: personal extension, learning in a new area, courses taken at other schools, workshops, committees, communications. The employee may add his own categories.

   The person may elect complete confidentiality of his self-evaluation except when the rating is "needs improvement" or "unsatisfactory."

2. Peer evaluation: Peer evaluation shall be optional except when an employee is rated "needs improvement" or "unsatisfactory."

   a. Direct observation of performance by peers shall be optional at the wish of the employee.
   b. Peer evaluation may be informal except in those cases where the employee is rated "needs improvement" or "unsatisfactory".
   c. Standards of goals by which the staff member will be evaluated shall be agreed upon by the team (employee, peer, primary evaluator).
   d. Peer evaluation may be cross disciplinary.
   e. The interest of the employee should be represented on the team: the employee names a certificated staff person whose rating meets or exceeds standards.

3. Student evaluation

   a. Student input to the evaluation process shall be by use of a questionnaire which has been developed in consultation with a committee of the Faculty Senate and approved by the faculty.

b. A summary of student responses shall be used only as an indication of possible areas of difficulty not as absolute evidence in the evaluation report.
c. If the person is rated 'needs improvement' or 'unsatisfactory' student responses shall be tabulated separatedly for each course and each class.

4. Administrative evaluation of the instructional staff

a. The primary evaluator involved in the evaluation of teaching faculty is the Division Chairman. In cases of 'unsatisfactory' ratings, the Dean of Instruction or designee shall be involved in the evaluation.
b. Administrators involved in the evaluation of an instructor shall review with the employee the items listed in the Procedures for Evaluation (above).

C. Evaluation of administrators

1. Every administrator should be evaluated by self, peers, faculty, and primary evaluator.

2. The Personnel Policies Committee in consultation with the administrative staff shall formulate procedures to involve faculty in the evaluation of administrators.

D. Evaluation of other certificated personnel shall parallel the format developed for instructors and administrators.

E. Input from each type of evaluation employed shall be related to the specific standards adopted by the District. When a majority of the categories of evaluators agree that the employee's performance relative to a specific standard fails to meet the District standard the employee may be rated 'unsatisfactory' or 'needs improvement' on the standard in question.

F. In the case of ratings of 'needs improvement' and 'unsatisfactory', the evaluation process for the following semester or term will be as follows:

1. The Division Chairman shall apprise the Dean of Instruction of the rating.
2. If the rating is 'needs improvement', peer evaluation shall be added to the process as described in the Procedures for Evaluation (above).
3. If the rating is 'unsatisfactory,' peer evaluation shall be added to the process. The appropriate Assistant or Associate Dean, the Dean of Instruction, and the President may be asked to join in the evaluation at the request of the Division Chairman, or the employee, or the Dean of Instruction.

G. Unless agreed upon otherwise by the primary evaluator and the employee, all evaluation of regular faculty shall be conducted before the end of the fall semester at least once every other year. Contract faculty shall be evaluated every year.

H. Compilation of the data shall be by the primary evaluator. The results of the evaluation shall be filed in the appropriate office and shall be maintained in accordance with provisions in the Education Code regarding personnel files.

SECTION II

THE EVALUATION PROCESS

All non-permanent teachers, and one-half of the "regular" or permanent staff has now completed a process which includes the following:

1. Self Evaluation - This process includes:
   a. An outline of professional growth activities.
   b. Taped lectures.
   c. Analysis of student comments presented during the student evaluation process.
   d. Other procedures selected by the instructor.

2. Student Evaluation - discussed in detail later in this report.

3. Peer Evaluation - Optional -- Select peer(s) to evaluate performance.

4. Division Chairman's Evaluation
   a. Peer group report, with or without class visits.
   b. Teaching materials appraisal.
   c. Division chairman's appraisal, with or without class visits.
   d. Other approaches: _____

Calendar

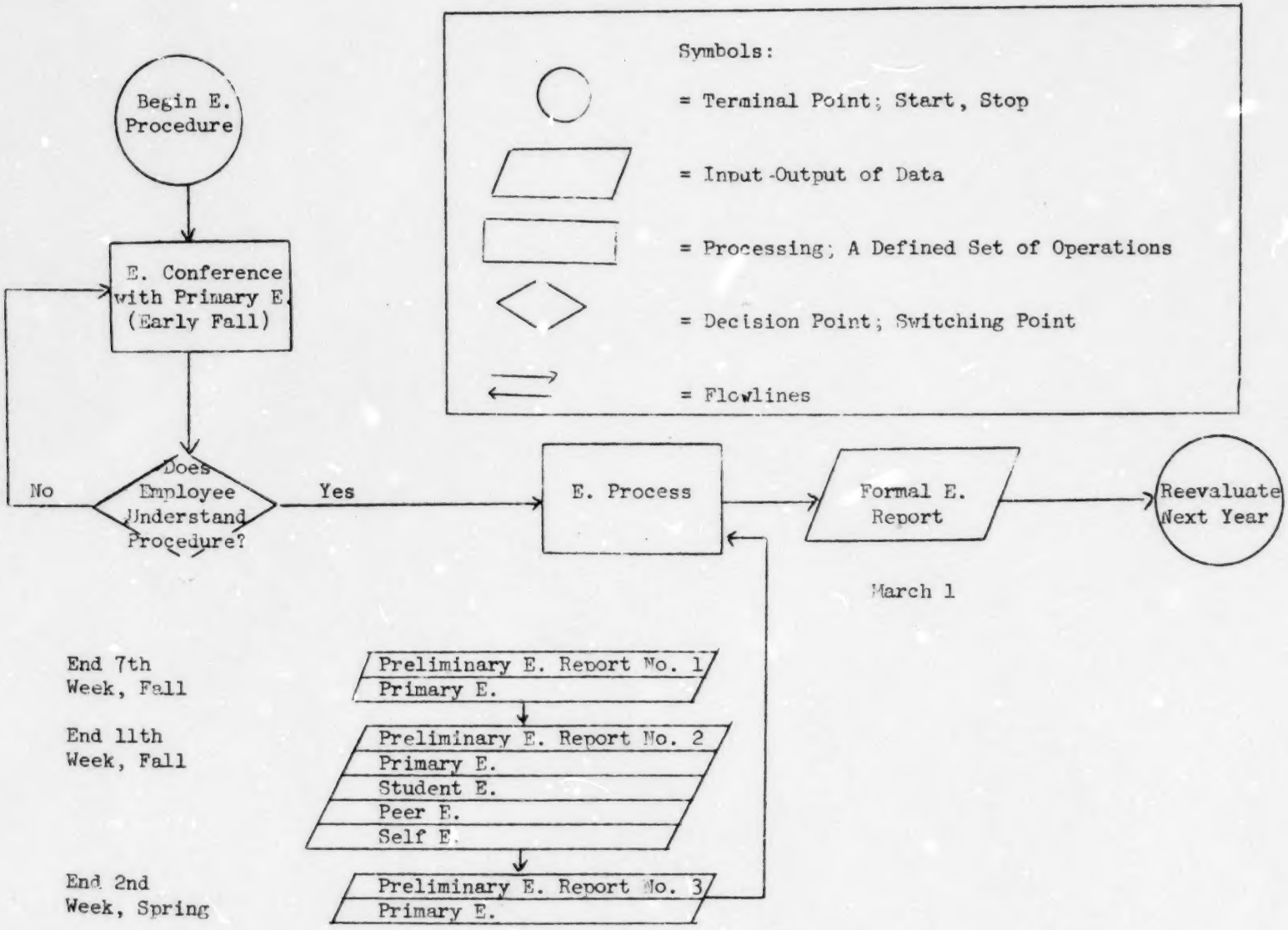
The following calendar was followed carefully throughout the process:

Week of February 19	Group meetings
Week of March 5 or 12	Student evaluations
Friday, March 23	Complete evaluation process (including follow-up interview with each instructor. Discuss your summary evaluation).
Week of March 26	Meet with supervising dean for preparation of report to College President
Friday, April 2	All reports submitted to College President as reviewing evaluator.
Week of April 5-9	Instructors receive copy of final evaluation report from College President.

The remainder of this report will consist of an examination of all certificated teaching and non teaching evaluation processes.

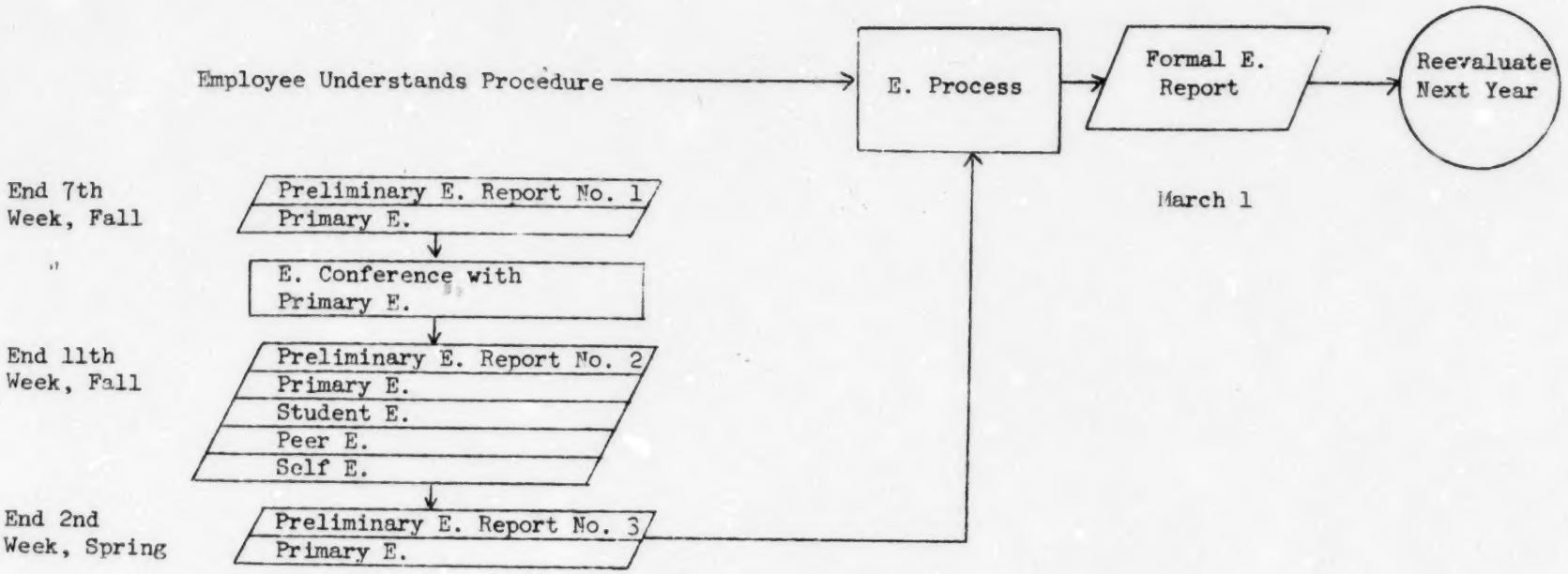
EVALUATION OF CERTIFICATED TEACHING STAFF

For purposes of brevity, a diagramatic presentation of this segment follows.



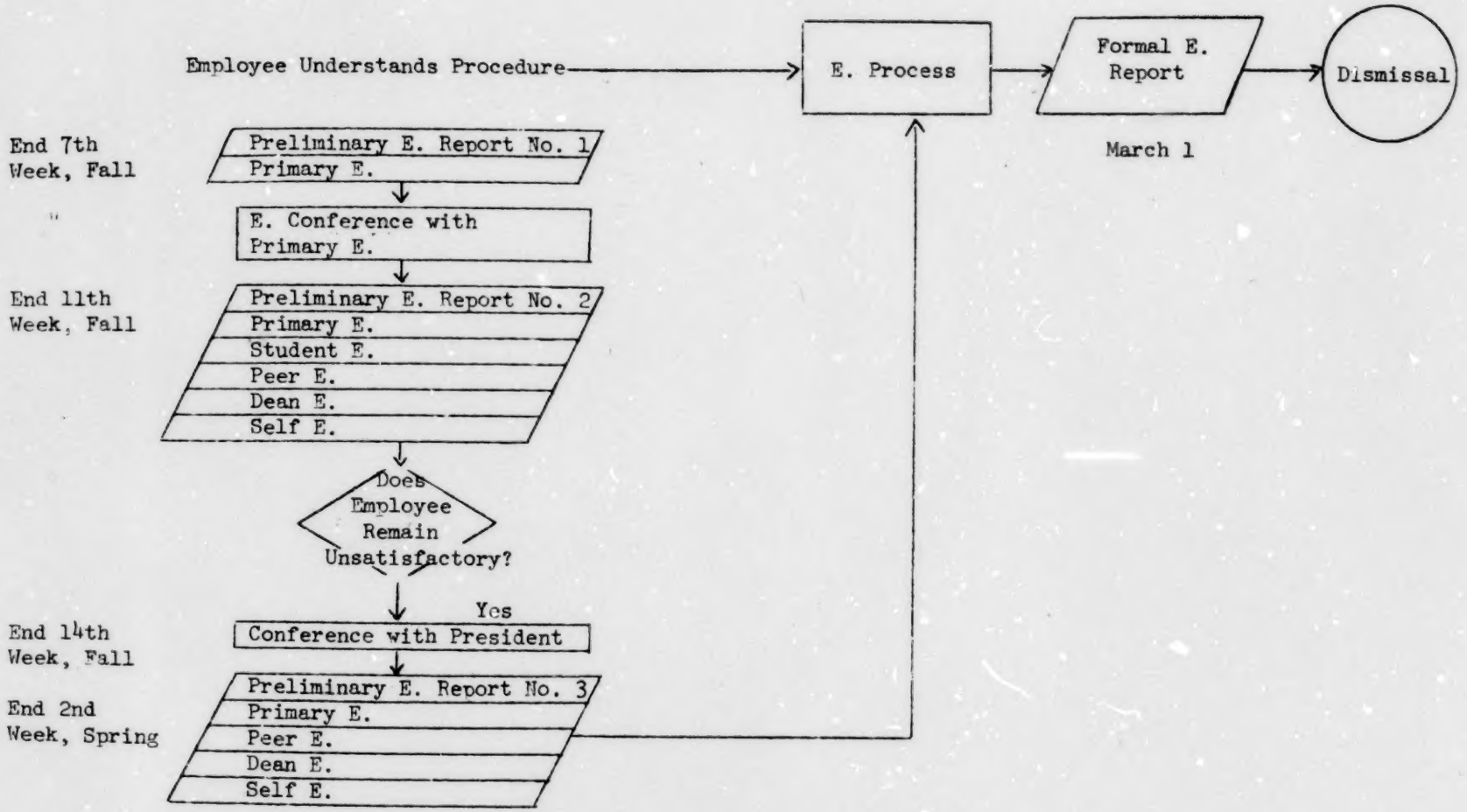
FIRST YEAR CERTIFICATED EMPLOYEE EVALUATION PROCEDURE

"Meets or Exceeds Standards' Performance



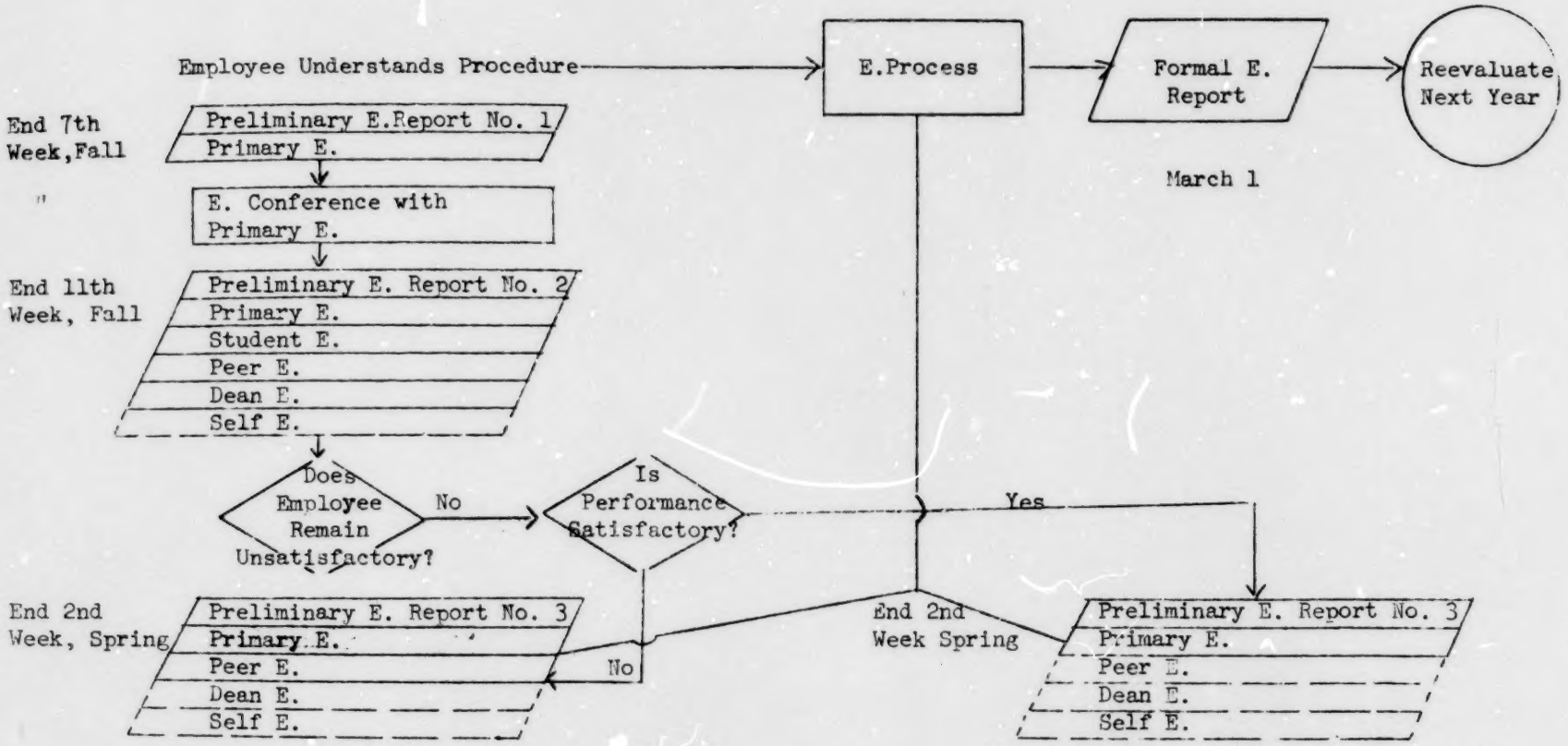
FIRST YEAR CERTIFICATED EMPLOYEE EVALUATION PROCEDURE

"Needs Improvement" Performance



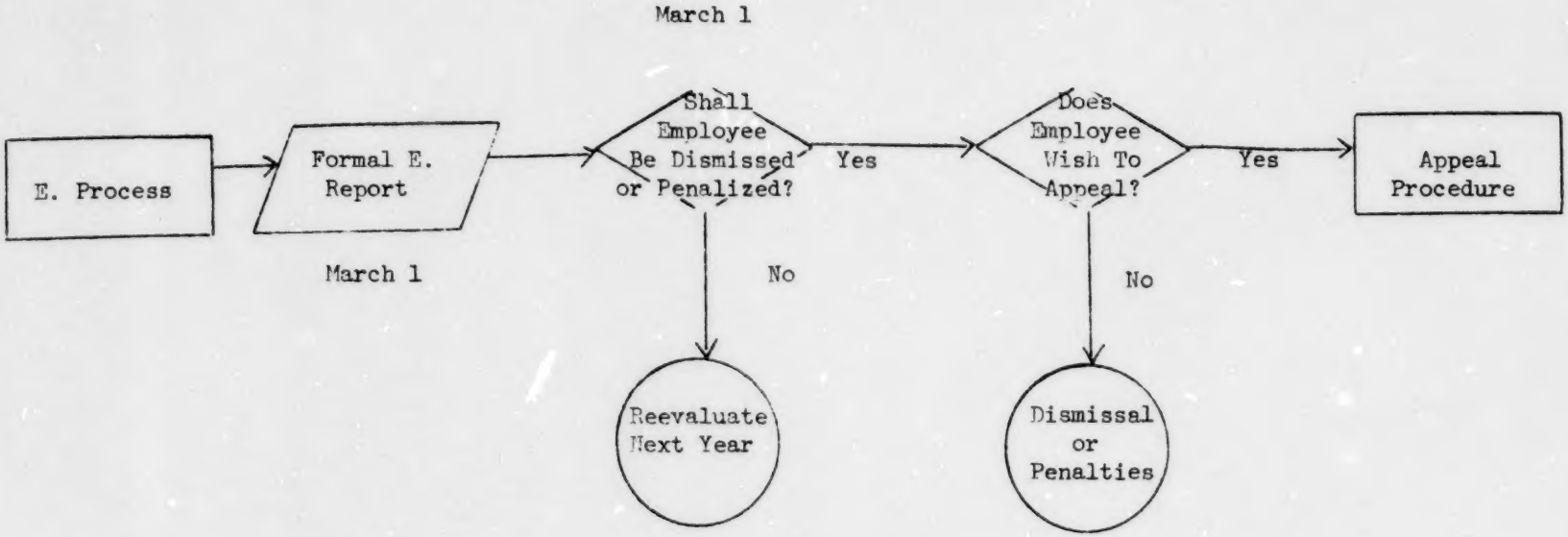
FIRST YEAR CERTIFICATED EMPLOYEE EVALUATION PROCEDURE

"Unsatisfactory" Performance



FIRST YEAR CERTIFICATED EMPLOYEE EVALUATION PROCEDURE

Initial "Unsatisfactory" Performance That Becomes Either
A "Needs Improvement" or "Meets or Exceeds Standards" Performance



SECOND YEAR CERTIFICATED EMPLOYEE EVALUATION PROCEDURE

"Unsatisfactory" Performance

ADMINISTRATIVE EVALUATION

Perhaps a summation of the effort to evaluate the administrative staff is best summed up in the following manner.

College administrators and the entire management team (the Los Rios Superintendent has named all Administrators, Librarians, Financial Aids Coordinator, Director of Dental Hygiene and Dental Assistant programs, Nursing Program Director and Director of Special Programs as managers under the provisions of the Dent Bill) agreed that the same evaluative scrutiny undergone by all other staff members, should be experienced by this group.

Provision for this process mandated that a minimum of 50 evaluation forms be completed by each member of the management team (see form, Section II). Evaluators included a cross-section of peers, faculty and students. Division Chairmen, Department Chairmen and selected student groups provided a pool of evaluators. The Academic Senate (faculty representation) provided a panel of evaluators for those not finding the minimum of 50 evaluators among the above listed groups.

The immediate supervisors of the members of the management team (refer to Organizational Chart 40.00) were named primary evaluators.

Evaluation forms for all management team personnel were returned to the primary evaluator for review and discussion with each administrator or management team member.

Each primary evaluator was given considerable flexibility in determining the format for presentation of the evaluation results to those immediately responsible to his position.

Perhaps the procedure that best illustrates this process is the one used by the college president for those immediately responsible to this office. These include:

a. The Deans of:
   1. Administration
   2. Instruction
   3. Student Personnel

b. The Assistant Dean of Research and Development

c. The Director of Public Relations
   (see campus organizational chart - Section II)

This graphic representation was discussed with relationship to its strengths and weaknesses and the general progress of the administrator as viewed by the primary evaluator.

Please note carefully the categorical organization of areas evaluated.

SACRAMENTO CITY COLLEGE

EVALUATION OF ADMINISTRATORS AND SUPERVISORS
(Including Division Chairmen)

Name of person evaluated _____ Date _____

Position _____

Directions: Before completing this evaluation, check the position specifications of the person being evaluated in the Faculty Handbook. Keep in mind the duties and responsibilities of the position as you rate the person on each item.

RATING SCALE:
0 = No opportunity to observe
1 = Unsatisfactory
2 = Needs improvement
3 = Effective
4 = Outstanding

Note: For ratings 1, 2, or 4, list specific evidence or examples under the item or on the reverse side.

___ 1. Is able and willing to facilitate the solution of problems.

___ 2. Attends to details effectively.

___ 3. Instills enthusiasm for professional goals.

___ 4. Works effectively with other people.

___ 5. Seeks and encourages new and different approaches to college problems.

___ 6. Makes timely and effective decisions.

___ 7. Plans effectively and imaginatively.

___ 8. Resolves or ameliorates human conflicts.

___ 9. Understands and uses modern management procedures.

___10. Is willing to appraise situations and problems impartially.

___11. Gives recognition to staff proficiencies and accomplishments.

___12. Is consistent in the application and interpretation of policies.

___13. Delegates responsibility with commensurate authority.

___14. Provides organization for staff decision making.

___15. Composite rating. Considering the previous 14 items, how would you rate the overall performance of this administrator.

Identification of evaluator group (please check)

___ Primary Evaluator
___ Peer
___ Division Chairman
___ Faculty Senate
___ Committee member
___ Faculty
___ Student
___ Classified

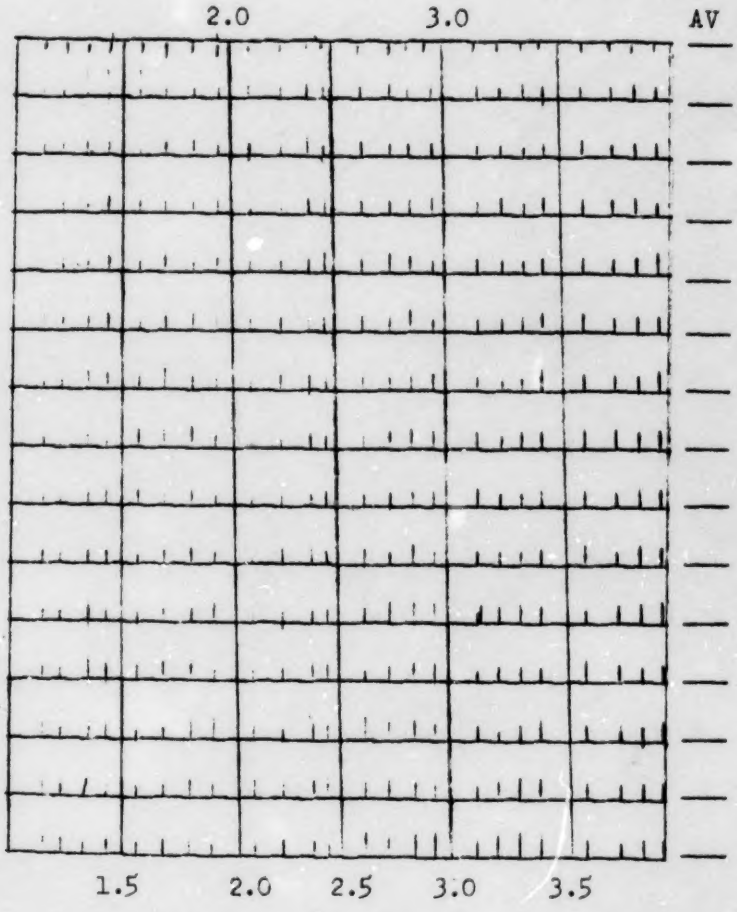
Adm
2-23-73

ADMINISTRATIVE GRAPH

NAME _____ _____ DATE _____

	4	3	2	1	0
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

N= _____



Counseling

Procedures for total evaluation of the counseling staff were finalized during a March 9, 1973 meeting.

The following guidelines for this process were presented in the following manner.

A. Evaluation by students--All counselors were asked to circulate student evaluation forms (see Sect. II) to any or all of the following groups of students.

1. Selected counselees with whom counselors have established "in-depth" relationships.
2. A random sampling of "drop-in" clientele.
3. Students enrolled in Human Development classes.
4. Students of various campus organizations, eg. Asian Students Alliance, B.S.U., etc.
5. Student counselor-aids.
6. Adults in evening college.

No prescribed number of student responses were established. This procedure resulted in counselors receiving from a very few to over 100 responses.

Faculty Evaluation

Division chairmen, Department chairmen, and Administrators composed the pool of faculty and staff for this evaluation. Again, no prescribed number of faculty responses was established, resulting in a very wide range of response. (See instrument - Section II)

Counselor Peer Evaluation

Each counselor was asked to state, orally or in writing, a review of his objectives and activities for the year for all of his peers.

A general conference was planned for this presentation of objectives. Following this conference, a brief summation of each counselor's evaluation was submitted by each of his peers-(eight hours was set aside for this conference work session - 8:30 a.m. - 1:00 p.m. on the dates of March 22, 23.

Supervisor Evaluation

This memo from the Assistant Dean of Counseling serves to provide an adequate summary of this procedure.

> On March 30 and April 2, I will meet with each counselor and review the student, faculty and peer evaluations with you. I will clear my calendar so that you can schedule a 30 minute conference at your convenience during those days. I will also complete the supervisor evaluation form previously adopted by the counseling staff. The final district evaluation form will be discussed and completed at that time. We will also discuss what you perceive as a self-evaluation of your activities for the school year 1972-73.

ASSESSMENT

The college Personnel Policies Committee composed of representatives of students, faculty and administration met near the culmination of evaluations to assess the total effort.

The process has been generally termed most helpful and beneficial to all participants. We hasten to add that no phase of this activity represented the reflections of a "mutual admiration society". Indeed, in many cases comments were extremely and pointedly critical.

The committee listed among the most valuable contributions the following:

a. The participation of all faculty and staff moved us closer to the development of a good evaluation mechanism.

b. The process has definitely "softened" the effects of the mandated requirements of the legislature in the area of evaluation.

c. The process has opened or reopened channels of communications between staff and faculty--eg. conferences with primary evaluators, staff conferences, etc.

d. The general idea of self-appraisal as an institutional team is being accepted with the idea of improvement of the total educational process.

e. It is generally felt that each participant, in his own way, has started to think deeply about the pros and cons of evaluation as a means of improving instruction.

The Assistant Dean of Research and Development has been assigned to chair a Personnel Practices Sub-committee charged with revision of the student evaluations instrument.

He has also been charged with the continued refinement and expansion of the data processing procedures along with the very fine cooperation extended us by the District Data Processing Manager.

The Dean of Instruction deserves credit for the long and diligent effort resulting in this very good beginning. Under his guidance, the entire process will be continually refined until assurance that a totally adequate procedure has been developed.

In a memo addressed to All Faculty and Staff on April 13, 1973, Dr. Sam Kipp, Sacramento City College stated:

> I want to thank the entire faculty for the spirit of cooperation with which you participated in the recent evaluation process. This is the first time that we have evaluated regular staff members according to the provisions of SB 696. The procedures worked out by our faculty senate under the leadership of Mrs. Shirley Hewitt appeared to work well, and I hope that the overall results will make a positive contribution to the improvement of instruction.

The procedure will be evaluated in the near future so that it will operate even more smoothly in the future. The present evaluation forms will be sent to the district personnel office along with the evaluation of division chairmen and administrators.

Generally all participants have agreed with the President's summary of these events. Clearly many semesters will be passed before the evaluation process is totally acceptable to all. We do, however, feel that we have made an important first step in the right direction.

SECTION II

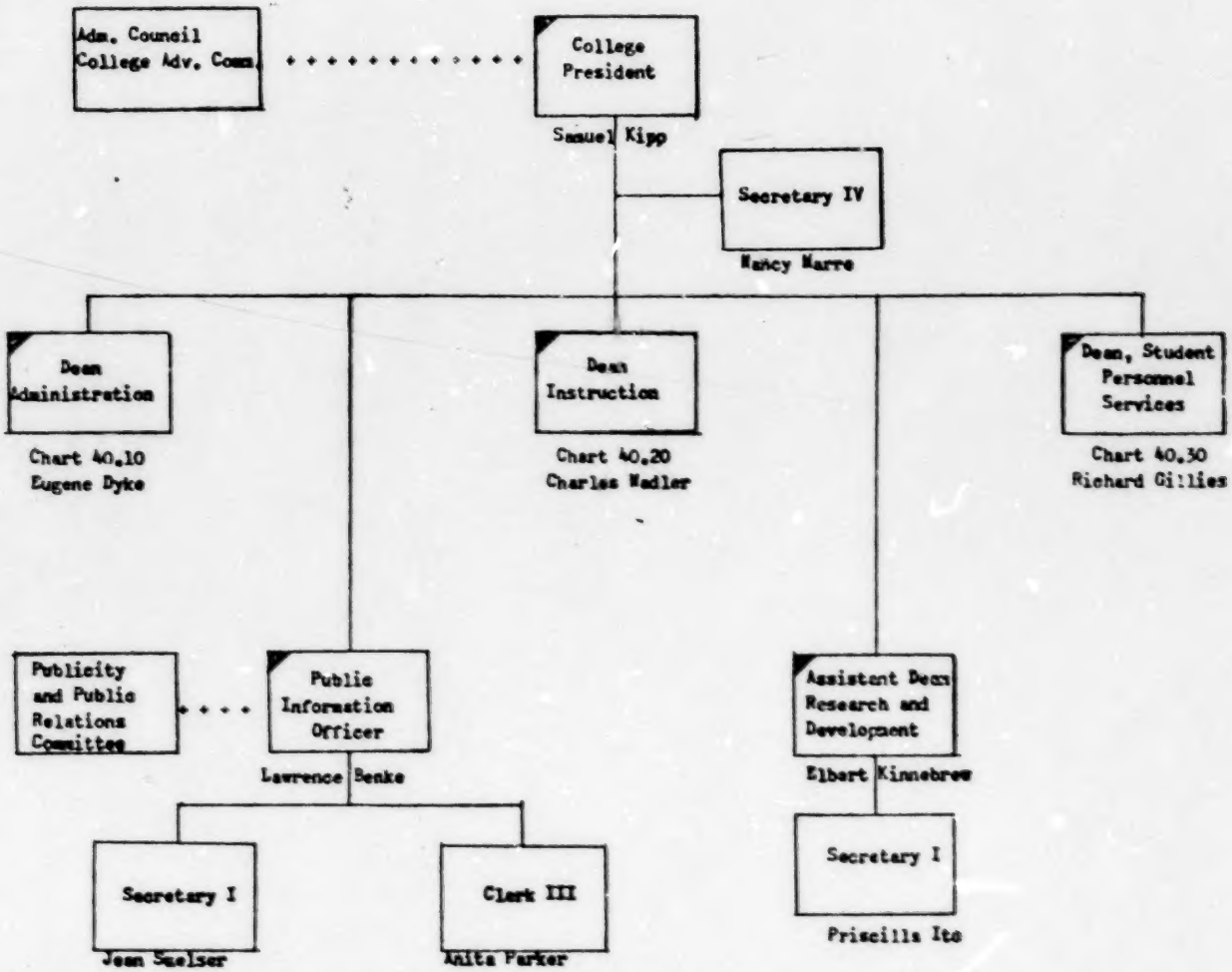
EVALUATION FORMS AND DATA PROCESSING REFERENCES

Mr. Leo R. Day, District Data Processing Manager, will discuss the details involved in the treatment of data collected during the evaluative process.

Please refer to the materials presented in this section during his report.

Sacramento City College
Chart 1

Chart
40.00
1972-73



SACRAMENTO CITY COLLEGE

SURVEY OF STUDENT REACTIONS TO INSTRUCTION

Directions: On the answer sheet fill in the spaces requesting the date, the school (SCC), the class, and the hour. Do not record your name or your instructor's name. In the space for the student identification number write and sense mark the instructor identification number. Write and sense mark the section number.

Read each question and choose the response which best describes your reaction to the instruction in this course. Mark the corresponding space on your answer sheet.

PLEASE SELECT ONE ANSWER ONLY

1. Was the instructor receptive to the expression of student views?

   A. Did not allow expression of views
   B. Seldom allowed student expression
   C. Allowed student expression
   D. Was very receptive

2. Were you able to get individual help from the instructor if you needed it?

   A. I could get no individual help from the instructor
   B. I could get a small amount of help
   C. I could usually get the individual help I asked for
   D. I could get all the individual help I asked for

3. How sensitive and responsive was the instructor during class sessions? When students were having difficulty in class the instructor:

   A. Paid no attention to student reactions
   B. Saw the difficulty but did not respond to it
   C. Changed his approach or offered new explanations
   D. Changed his approaches until the difficulty was cleared up

4. Did the instructor provide an environment in which the dignity and individuality of the student were respected?

   A. Was disrespectful of students
   B. Was occasionally disrespectful
   C. Respected students
   D. Always respected students

5. Did the instructor give personal attention to and recognition of the papers, reports, projects, etc. you produced in the course?

   A. Not at all
   B. Sometimes
   C. Generally
   D. Always

6. To what degree did the instructor use good speech skills?

   A. Speech very indistinct; often impossible to hear
   B. Speech sometimes indistinct, difficult to hear
   C. Speech clear and distinct
   D. Speech very clear and distinct

7. How effective was the instructor in presenting subject matter?

   A. Indefinite; poor explanations; monotonous
   B. Adequate, but sometimes mechanical and monotonous
   C. Generally clear and interesting
   D. Always clear, definite, and interesting

8. To what degree was the instructor interested in his subject?

   A. Subject seemed uninteresting to him
   B. Little interest in his subject
   C. Seemed interested
   D. Enthusiastic about his subject

9. To what degree did the instructor exhibit self-reliance and confidence?

   A. Almost always hesitant, timid, and uncertain
   B. Sometimes hesitant, timid, and uncertain
   C. Generally self-confident
   D. Always sure of himself; met difficulties with poise

10. Did the instructor exhibit a sense of proportion and humor?

    A. Was excessively formal; no sense of humor
    B. Displayed little sense of humor
    C. Fairly well balanced
    D. Always kept proper balance, showed good sense of humor

11. How well prepared was the instructor in his subject area?

    A. Knowledge of subject was poor, frequently inaccurate, and out-of-date
    B. Knowledge of subject was somewhat limited or at times not up-to-date
    C. Knowledge of subject was sufficient and generally accurate
    D. Knowledge of subject was broad, generally accurate, and up-to-date

12. How well did the instructor explain the objectives of this course?

    A. He never explained the objectives of the course
    B. He made only indirect reference to the objectives of the course
    C. He explained the objectives
    D. He clearly outlined the objectives of the course from the beginning

13. How well did the instructor relate his teaching to the announced course objectives?

    A. Not at all
    B. Rarely
    C. Usually
    D. Always

14. How well did the instructor organize the material of the course?

    A. His material appeared to be without organization
    B. His material was less organized than would be desirable
    C. His material was fairly well organized
    D. His material was well organized

15. Did the instructor, when it was appropriate, relate the material of this course with other areas of knowledge?

    A. Never
    B. Sometimes
    C. Usually
    D. Always

16. How well did the instructor stimulate intellectual curiosity?

    A. Uninspiring; made work uninteresting
    B. Occasionally inspiring; created mild interest
    C. Frequently inspiring; created general interest
    D. Inspired students to independent effort, created desire for investigation

17. How valuable were the class sessions?

    A. Practically of no value
    B. Occasionally valuable
    C. Almost always valuable
    D. Outstanding in value

18. Was the instructor punctual in meeting responsibilities to the class

    A. Frequently late in meeting the class, returning papers, etc.
    B. Occasionally late in meeting responsibilities
    C. Generally punctual
    D. Always punctual

19. Were you satisfied with the instructor's procedures for determining grades?

    A. Not at all
    B. As satisfied as with the average instructor's procedures
    C. More satisfied than with most instructors' procedures
    D. Completely

20. How would you rate this instructor in general (all-around) teaching ability?

    A. Poor
    B. Fair
    C. Good
    D. Excellent

BEST COPY AVAILABLE

NAME _____ (LAST) _____ (FIRST) _____ DATE 3/1/73 SCHOOL SCC

INSTR. NAME _____ CLASS _____ HOUR _____

STUDENT IDENTIFICATION NUMBER

9 0 1 2 3 4 5 6 7 8 9
8 0 1 2 3 4 5 6 7 8 9
7 0 1 2 3 4 5 6 7 8 9

SECTION NUMBER

0 0 1 2 3 4 5 6 7 8 9
1 0 1 2 3 4 5 6 7 8 9

DIRECTIONS: Read each question and its lettered answers. When you have decided which answer is correct, blacken the corresponding space on this sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines. If you change your mind, ERASE your first mark COMPLETELY. Make no STRAY MARKS. They may count against you.

–REMINDERS–
USE A NO. 2 PENCIL
KEEP YOUR ERASER CLEAN

SAMPLE
1. CHICAGO is
1–A a country
1–B a mountain
1–C an island
1–D a city
1–E a state

	T	F	A	B	C	D	E
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MR ADAM 987 SCC 80

-EXAM ANALYSIS FOR SECTION--01

QUESTION NUMBER	A	B	C	D	E	OMISSIONS	PERCENT CORRECT
1			9	34 *			79
2			11	31 *		1	72
3			19	24 *			56
4		1	14	28 *			65
5	1	4	12	24 *		2	56
6			14	29 *			67
7		2	15	26 *			60
8			3	40 *			93
9			11	32 *			74
10			9	34 *			79
11			2	41 *			95
12		1	16	25 *		1	58
13			19	23 *		1	53
14		1	14	28 *			65
15	1	3	12	27 *			63
16			16	27 *			63
17		1	21	21 *			49
18		1	14	28 *			65
19		13	12	16 *		2	37
20		1	10	31 *		1	72

MR ADAM 987 SCC 80

-EXAM ANALYSIS FOR SECTION--02

QUESTION NUMBER	A	B	C	D	E	OMISSIONS	PERCENT CORRECT
1			10	14 *			58
2			6	18 *			75
3			9	15 *			63
4		1	11	12 *			50
5		1	8	14 *		1	58
6			11	13 *			54
7		2	12	10 *			42
8				24 *			100
9			5	19 *			79
10		1	7	16 *			67
11			6	18 *			75
12		1	7	16 *			67
13	1	1	11	11 *			46
14			6	18 *			75
15		1	13	10 *			42
16		2	10	12 *			50
17	1	1	13	9 *			38
18		1	5	18 *			75
19	3	4	8	8 *		1	33
20			8	16 *			67

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MR ADAM 987 SCC 10

-EXAM ANALYSIS -ALL SECTIONS

QUESTION NUMBER	A	B	C	D	OMISSIONS	PERCENT CORRECT
1			21	69 *		70
2			17	52 *	1	74
3			29	41 *		59
4		2	26	42 *		60
5	1	5	21	40 *	3	57
6			28	42 *		60
7		4	29	37 *		53
8			3	67 *		96
9			17	53 *		76
10		1	17	52 *		74
11			9	61 *		87
12		3	24	42 *	1	60
13	1	1	32	35 *	1	50
14		1	22	47 *		67
15	1	5	26	38 *		54
16		2	27	41 *		59
17	1	2	36	31 *		44
18		2	20	48 *		69
19	3	19	21	24 *	3	34
20		1	20	48 *	1	69

LOS RIOS COMMUNITY COLLEGE DISTRICT

JOB KM277.08 SACRAMENTO CITY COLLEGE INSTRUCTOR EVALUATION REPORT 03/28/73

MR ADAM 987

DIVISION 80

1	RECEPTIVE TO STUD VIEWS	3.70
2	INDIV HELP BY INSTRUCTOR	3.75
3	SENSITIVE & RESPONSIVE	3.59
4	RESPECT STUD INDIVID'TY	3.57
5	RECOG OF STUDENT'S WORK	3.49
6	SPEECH SKILLS	3.60
7	PRESENTATION OF SUBJECT	3.47
8	INTEREST IN SUBJECT	3.96
9	SELF RELIANCE-CONFIDENCE	3.76
10	PROPORTION & HUMOR	3.73
11	PREPARATION	3.87
12	EXPLAIN COURSE OBJECTIVE	3.57
13	RELATING TO OBJECTIVES	3.46
14	ORGANIZATION OF MATERIAL	3.66
15	RELATING CRSE OTHER FLDS	3.44
16	STIM INTELLECT CURIOSITY	3.56
17	VALUE OF CLASS SESSIONS	3.39
18	PUNCTUALITY	3.66
19	GRADING PROCEDURE	2.99
20	ALL AROUND TEACHING	3.68

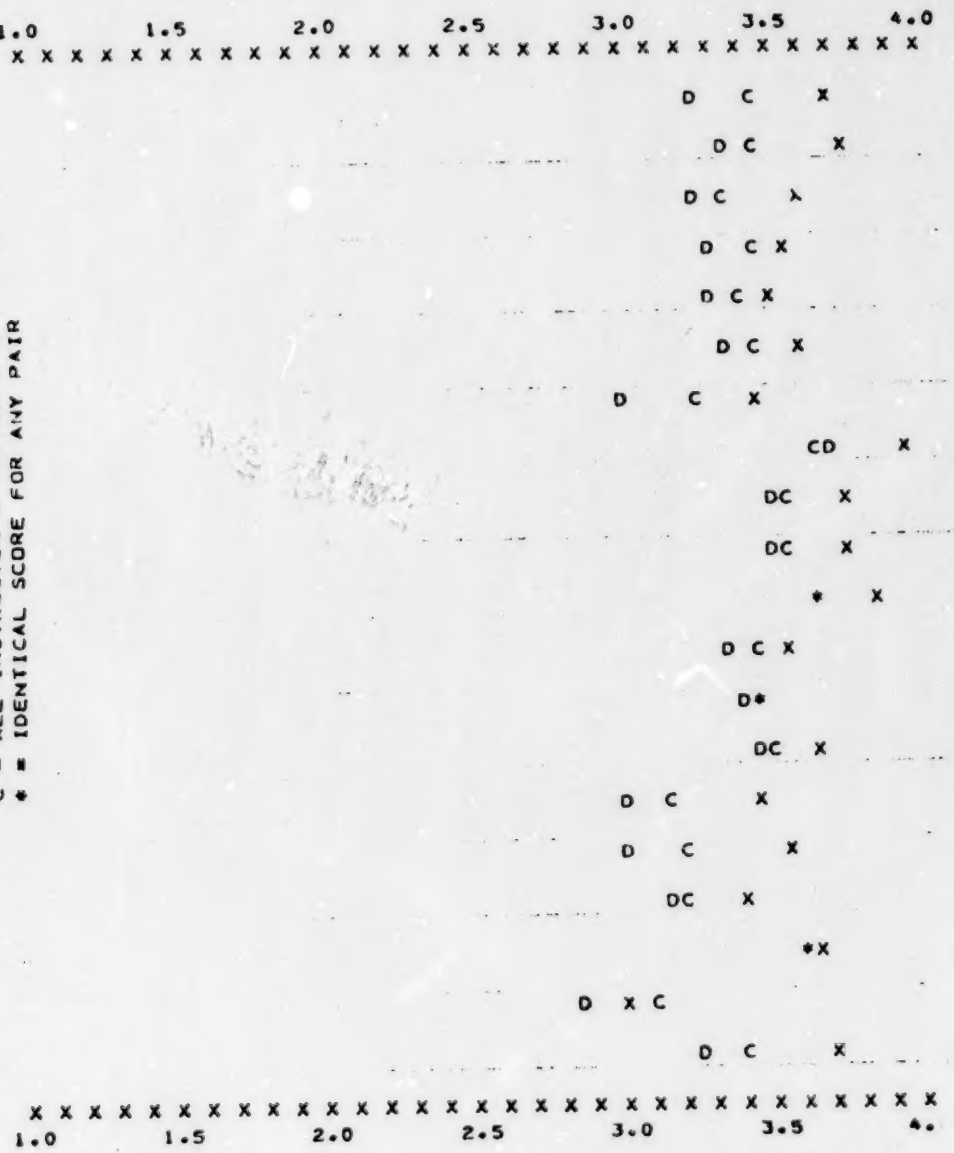
LEGEND

X = INSTRUCTOR'S SCORE

D = ALL INSTRUCTOR'S WITHIN THE DIVISION

C = ALL INSTRUCTOR'S WITHIN THE CAMPUS

* = IDENTICAL SCORE FOR ANY PAIR



COUNSELOR EVALUATION INSTRUMENT
FOR
INSTRUCTIONAL FACULTY

Name of counselor being evaluated _____

Date of evaluation _____

Nature of Contact With the Counselor: (Please check the response or responses that describe your acquaintance with the counselor.)

_____The counselor has been serving in a liaison capacity to my department or division.

_____I have served on a college committee with the counselor.

_____I have discussed and/or referred a student to the counselor.

_____I have met with the counselor in an informal setting.

_____Other (please describe)_____

_____

Please rate the counselor on each of the following items by checking the most appropriate response indicated to the right of each statement.

KEY: 4-Always 3-Most of the time 2-Occasionally 1-Never 0-No opportunity to observe.

1.	I felt at ease working with the counselor.	4	3	2	1	0
2.	The counselor was readily available when I needed him/her.	4	3	2	1	0
3.	The counselor gave me accurate information.	4	3	2	1	0
4.	The counselor has been able to remain open-minded in discussing any problem or concern that I have presented.	4	3	2	1	0
5.	The counselor is knowledgeable of college policies and regulations that concern students.	4	3	2	1	0
6.	The counselor seems to be interested in students and their concerns.	4	3	2	1	0
7.	The counselor has sufficient knowledge of transfer information and/or the "world of work" to assist students.	4	3	2	1	0
8.	The counselor understands my instructional discipline and its inherent problems.	4	3	2	1	0
9.	The counselor seems to be able to establish rapport with all students.	4	3	2	1	0
10.	In general, the counselor has met my needs.	4	3	2	1	0

THIS INSTRUMENT SHOULD BE RETURNED TO THE COUNSELING OFFICE (MRS. SCHINKEL) NO LATER THAN MARCH 28. THANK YOU FOR YOUR ASSISTANCE.

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SACRAMENTO CITY COLLEGE
STUDENT EVALUATION OF COUNSELORS

A. I have never talked to a counselor at SCC. Yes_____ No_____
(If this answer is no there is no need to finish the questionnaire.)

B. Name of counselor being evaluated. _____

C. Approximately how many times have you seen this counselor? _____

D. How many semesters have you attended SCC? _____

DIRECTIONS: Please rate your counselor on each of the following items by checking the most appropriate response indicated to the right of each statement.

KEY: 5- ALWAYS
4- MOST OF THE TIME
3- OCCASIONALLY
2- NEVER
1- UNABLE TO ANSWER

	ITEM	5	4	3	2	1	
		RATING					
1.	I felt my counselor accepted me as an individual.						1.
2.	I felt my counselor was concerned with problems which were important to me.						2.
3.	My counselor was understanding.						3.
4.	My counselor helped make me feel at ease.						4.
5.	My counselor's comments helped me to see more clearly what I needed to do.						5.
6.	I would recommend this counselor to my friends.						6.
7.	I felt satisfied as a result of my talks with my counselor.						7.
8.	My counselor was readily available for interviews.						8.
9.	I felt free to say whatever I liked.						9.
10.	My counselor was able to provide needed information or advice.						10.
11.	There is a mutual trust and confidence between my counselor and me.						11.
12.	My counselor was quick to detect my thoughts and feelings.						12.
13.	My counselor was able to help me without becoming personally involved or without "doing it all himself."						13.
14.	I was encouraged to make my own decisions.						14.
15.	My counselor knew when to speak and when to be a good listener.						15.
16.	When needed my counselor was quick to give comfort and support.						16.
17.	If a long period of silence occurred, my counselor allowed time for me to just sit and gather my thoughts.						17.
18.	My counselor gave accurate information.						18.
19.	I got the feeling that my counselor was really open and honest with me as a person.						19.
20.	My counselor appeared well organized.						20.
21.	My counselor helped me to express and understand my feelings.						21.
22.	In making a decision, my counselor helped me explore all possibilities.						22.
23.	My counselor has been able to help with any problem or concern I have presented.						23.
24.	My counselor makes a point to keep all of our discussions confidential.						24.
25.	My counselor kept all scheduled appointments I made with him/her.						25.
26.	I feel my counselor respects me and my opinion.						26.
27.	My counselor helped to keep our discussion on a concrete and specific level.						27.
28.	In general, the total counseling services have been adequate for my needs.						28.

Additional Comments:

PREPARED BY:

SACRAMENTO CITY COLLEGE

OFFICE OF RESEARCH AND DEVELOPMENT

UNIVERSITY OF CALIF.
LOS ANGELES

APR 10 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION